



Deep Reading
+ Deep Teaching
Deep Learning
NISOD 2015



Does this sound familiar?



**BUT I'M NOT
A READING TEACHER!**
(and you're not supposed to be)


Disciplinary Literacy
You are the expert in **YOUR** discipline!



Disciplinary Literacy

Analysis of Expert Readers in Three Disciplines: History, Mathematics, and Chemistry
Shanahan, Shanahan & Misischia (2011)

Sourcing Author/source	Contextualization When was it written?	Corroboration Agreements/disagreements across texts	Text Structure How information is organized
Graphic Elements Pictures, charts, tables, graphs	Critique Overall credibility	Rereading Or close reading	Interest Selection of texts to match their interests




Getting Students to Read Deeper

Read Alouds

Objectives:

- Make an invisible activity visible
- Point out text elements you want students to notice
- Demonstrate a conversation with the text
- Teach students to imitate this conversation




Read Aloud Demonstration

9/23/2015 Negro League Baseball Blog

Negro League Baseball Blog

August 23, 2006


Negro League Organized In Texas In 1897



During the late 1800s numerous attempts were made to organize viable, professional black baseball leagues. However, economic realities, travel and lodging difficulties posed by segregation, and the logistics of travel worked together to thwart the establishment of any solid baseball circuit. Nonetheless, in 1896 an enterprising group of baseball men in Galveston, Texas believed that they had come up with scheme that could build a league on a sound footing. All that was needed to implement their plan for the new Lone Star Colored Baseball League Of Texas, they believed, was an experienced baseball man at the helm.

Bud Fowler (1868-1948)


In 1897 no black player in the country enjoyed a better reputation for his managerial and business skills than the legendary Bud Fowler. Fowler had played an interested role in organized baseball prior to the invention of the color barrier, and he had successfully



Your Turn!

What do you notice as you read?

- Unfamiliar vocabulary?
 - Try to make sense of it
- Unclear ideas?
 - Talk it through
- This reminds me of...
 - Relate it to your experience and knowledge

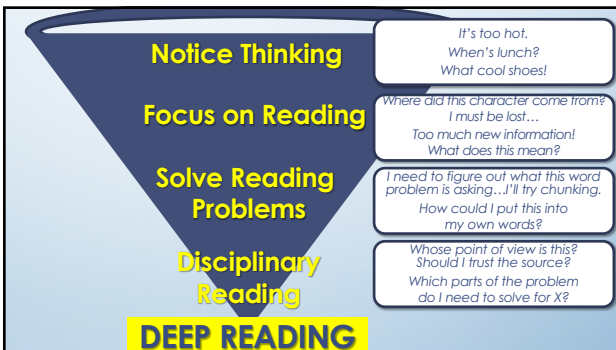


Getting Students to Read Deeper

Metacognitive Journals

Objectives:

- Teach basic note taking skills
- Help students paraphrase
- Encourage a conversation with the text



Notice Thinking

*It's too hot.
When's lunch?
What cool shoes!*

Focus on Reading

*Where did this character come from?
I must be lost...
Too much new information!
What does this mean?*

Solve Reading Problems

*I need to figure out what this word problem is asking...I'll try chunking.
How could I put this into my own words?*

Disciplinary Reading

*Whose point of view is this?
Should I trust the source?
Which parts of the problem do I need to solve for X?*

DEEP READING

EVIDENCE	INTERPRETATION
<p>The lack of sustained attention to energy issues is inconsistent with U.S. foreign policy and U.S. national security. It is a clear choice, it also addresses natural gas.</p> <p>The United States must not merely be concerned by the European energy issues and its foreign policy.</p> <p>The politics concerning administration of a country is a clear choice, it also addresses natural gas.</p> <p>These problems rooted in the dependence on oil are a clear choice, it also addresses natural gas.</p> <p>The growing worldwide demand for oil is the cause of the world's energy issues. The growing demand for oil is the cause of the world's energy issues. The growing demand for oil is the cause of the world's energy issues.</p>	<p>Nuclear power is a key element in the energy transition.</p> <p>This should be more clearly addressed.</p> <p>They would make some things wrong.</p> <p>People need to get together. They need to get together. They need to get together. They need to get together. They need to get together.</p> <p>Shouldn't they be more concerned about how they're going about things?</p> <p>Don't know where we're going. "Sustainable" production?</p>

Metacognitive Journal: Example

ENGL 1302 Readings:


- Green energy (nuclear power, electric cars, the Fukushima disaster)
- Emotional appeals in advertising from the 1940s to present
- Sustainability (plastic in oceans, energy independence for U.S.)



Your Turn!

What information should be included in the EVIDENCE column?

- Main ideas
- Supporting ideas
- Unclear ideas
- "Ah ha" moments
- Key vocabulary




Problem #1:

Students just don't do the reading!

Solutions:


- Accountability: Let there be consequences
- Questions: Ask about key points in assigned readings prior to covering the material
- Reference the text: Note specific page numbers, images, or moments to show that YOU know the text



Problem #2:
Students skim the text.
"In one ear and out the other..."

Solutions

- The power of prediction
- Read and do "something"
- Re-reads
- Metacognitive journals
- Think-alouds



How will your students
Read Deeper
this semester?

Write down something you can use!
